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ABSTRACT

The New York State Liberty Partnerships Program (LPP) provides students at risk of dropping out of school with services specifically designed to keep them in school through high school graduation, to encourage them to pursue higher education, and/or to secure meaningful employment. Section 1 describes the LPP school year program, giving brief information on enrollment; presenting a student profile; and providing a profile of newly admitted at-risk students. This section also discusses plans of 1991-92 high school graduates, staff development activities, and support services. Section 2 contains information on the summer program including enrollment, student profile, and support services. Section 3 contains a brief summary of the LPP during the 3 years of its existence. Section 4 includes selected anecdotal comments on 26 schools, colleges, and universities, and provides 3 appendices listing the 56 programs in New York State by region funding awards by sector, and student enrollment by program. The following are highlights of this year's report: (1) 13,740 at-risk students participated in program services and activities between July 1, 1991 and June 30, 1992; (2) 7,458 students returned for their second or third year; (3) 63.4 percent of 1,032 LPP high school graduates planned to go to college; (4) LPP students received an average of 21 hours of counseling per student during the academic year; (5) 34.7 percent of counseling hours were spent on academic counseling; and (6) 1,328 mentors spent 74,835 volunteer hours with 2,186 LPP students during the academic year. (JB)

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LIBERTY PARTNERSHIPS PROGRAM

1991-92 ANNUAL REPORT

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LIBERTY PARTNERSHIPS PROGRAM

**ANNUAL REPORT
PROGRAM YEAR 1991-92**

The University of the State of New York
The State Education Department
Office of Higher and Professional Education
Office of Equity and Access
Office of Elementary, Middle and Secondary Education
Division of Community Schools Programs
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LIBERTY PARTNERSHIPS PROGRAM

1991-92 ANNUAL REPORT

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INTRODUCTION

The Liberty Partnerships Program (LPP) was created in 1988 by a provision in the Liberty Scholarship Program Legislation. The purpose of the program is to provide students placed at risk of dropping out of school with services specifically designed to keep them in school through high school graduation, to encourage them to pursue higher education, and/or to secure meaningful employment. A variety of services are provided to students including skills assessment, tutoring, academic and personal counseling, mentoring, and opportunities to participate in recreational and enrichment activities. The program also provides family counseling, home visits, parental involvement activities, and staff development for personnel with direct student responsibility.

The Liberty Partnerships Program requires institutions of higher education, individually or in consortia, to develop partnerships with schools, community-based organizations, and business and industry to provide services to at-risk students and their families. In areas of the State where no institution of higher education has applied, awards have been made to local community-based organizations. The Bureau of Liberty Partnerships Program Administration, part of the Office of Higher and Professional Education, has primary responsibility for the program and is assisted by the Division of Community Schools Program, Office of Elementary, Middle and Secondary Education.

For fiscal year 1991-92, the New York State Legislature appropriated \$10,320,800 for the Liberty Partnerships Program. This represented a 23 percent decrease from the 1990-91 appropriation.

For the 1991-92 program year, the State Education Department received 53 applica-

tions for continued funding and five proposals for first-time funding requesting a total of \$17.4 million. Although the decrease in the appropriation precluded the funding of new initiatives, all 53 continuing programs received awards. The programs funded were distributed throughout the State, and included 16 institutions from the State University of New York, 14 from the City University of New York, 14 institutions from the independent sector, five consortia of colleges and universities, three community-based organizations, and one proprietary institution. Appendix A lists the programs by geographic region, and Appendix B lists the programs by type of institution. Appendix C lists LPP enrollment by program.

During 1991-92, the 53 LPP projects formed partnerships with 493 elementary, middle, and secondary schools in order to identify and provide services to students at risk of dropping out of school. Three hundred and forty-five community-based organizations (CBOs) and 57 local government agencies also worked in partnership with the projects and the schools to provide a variety of services and activities, including: tutoring, counseling, enrichment activities, workshops, health screening and psychological services, and cultural and recreational activities. Two hundred and six businesses also provided services and assistance, including: mentors, job shadowing and career exploration activities, donations of equipment and supplies, and in some cases fiscal support for special enrichment activities and program components.

The report that follows is written in accordance with the provisions of Section 612, subdivision 6, of the Education Law and provides information on the Liberty Partnerships Program's third year of operation.



HIGHLIGHTS 1991-92 LIBERTY PARTNERSHIPS PROGRAM

- 13,740 at-risk students participated in program services and activities between July 1, 1991 and June 30, 1992.
- 1,587 students were involved in the 1991 summer programs.
- 7,458 students (of 13,740) returned for their second or third year.
- 63.4 (654) percent of 1,032 LPP high school graduates planned to go to college, and 60 were entering the work force.
- LPP students received an average of 21 hours of counseling per student during the academic year.
- 34.7 percent of counseling hours were spent on academic counseling.
- 1,328 mentors spent 74,835 volunteer hours with 2,186 LPP students during the academic year.
- During the summer, 416 students received a total of 5,886 hours of mentoring for an average of 14 hours per student.
- 8,358 students were tutored an average of 36.5 hours per student during the academic year.
- During the summer, 467 students received an average of 25 hours of tutoring per student.



SECTION I

I. LPP SCHOOL YEAR PROGRAM

A. Enrollment

A total of 13,522 students participated in LPP activities during the 1991-92 school year, a slight decrease (1.6 percent) from 1990-91 when school year enrollment was 13,739. Table 1 is a summary of enrollment from July 1, 1991 through June 30, 1992.

B. Student Profile

The majority of students (21.1 percent) were in ninth grade. Over 83 percent of the students were grouped in grades 7 through 11. Figure 1 displays the number and percent of students by grade. Figure 2 presents a breakdown of school year participation by gender

TABLE 1

Program Year 1991-92 LPP Student Enrollment Summary - July 1, 1991 through June 30, 1992					
Grade Level	Program Year 1991-92			Summer 1991 Total No. of Students	School Year 1991-92 Total No. of Students
	Total No. of Students in Grade**	No. of New Students	No. of Continuing Students		
5	222	208	14	15	215
6	672	445	227	19	666
7	2,280	1,736	544	108	2,268
8	2,169	775	1,394	201	2,149
9	2,957	1,298	1,659	389	2,854
10	2,212	798	1,414	312	2,186
11	1,873	625	1,248	269	1,849
12	1,235	334	901	268	1,216
U*	120	63	57	6	119
Total	13,740	6,282	7,458	1,587	13,522

* Ungraded (students in special education and/or alternative programs)

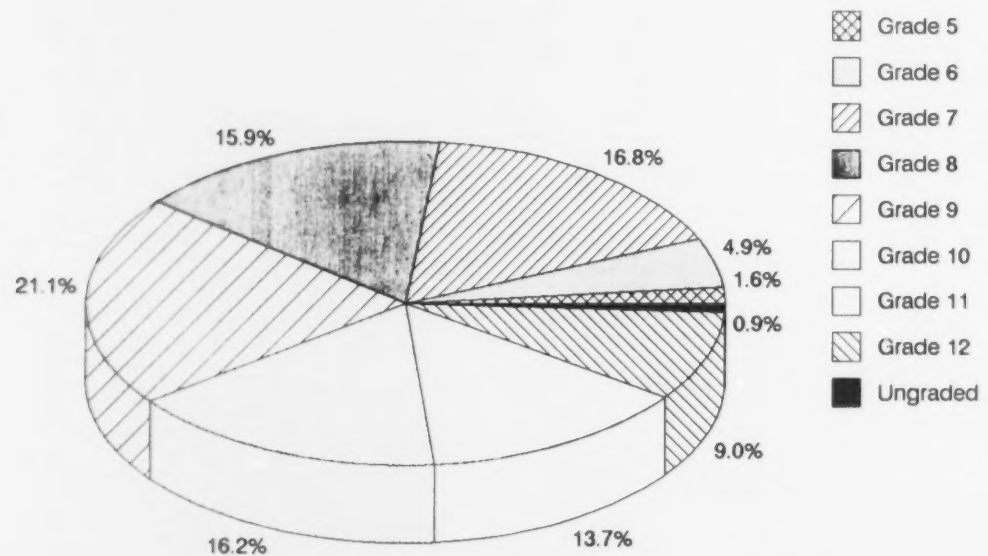
** The total enrollment for 1991-92 includes 218 students who attended the 1991 summer program but did not participate in LPP during the school year.

and grade level, and indicates that the number of male and female students is approximately even—as it was in both 1989-90 and 1990-91. However, as in 1990-91, the proportion of male students (53.6 percent) is higher for students in grades 5, 6, and 7, while the proportion of female students (54.4 percent) is higher in grades 10 through

12. Figure 3 indicates that the majority of LPP students identified themselves as black (43.6 percent), followed by Hispanic (26.4 percent), and white (24.95 percent). Hispanic, black and Native American female students outnumbered their male counterparts. Table 2 provides ethnicity data for each grade level.¹

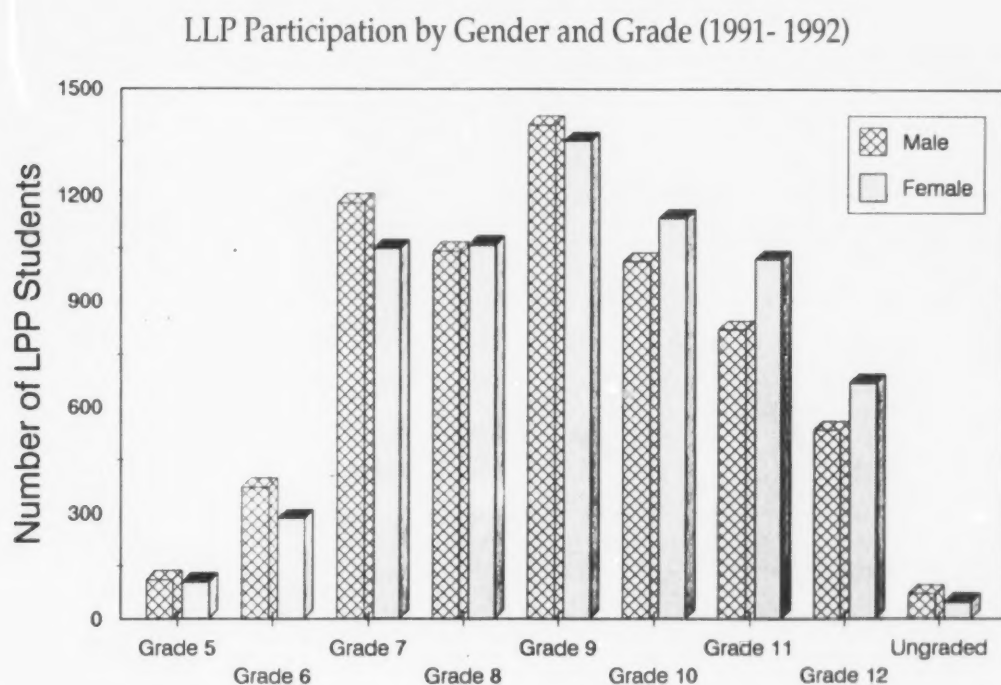
FIGURE 1

LLP Student Participation by Grade Level (1991- 1992)



¹ The following information and statistics about LPP school year activities and services is based on a headcount of 13,252 students. Information about 90 students from Medgar Evers College and 180 students from the Coalition for People's Rights was unavailable at the writing of this report.

FIGURE 2



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FIGURE 3

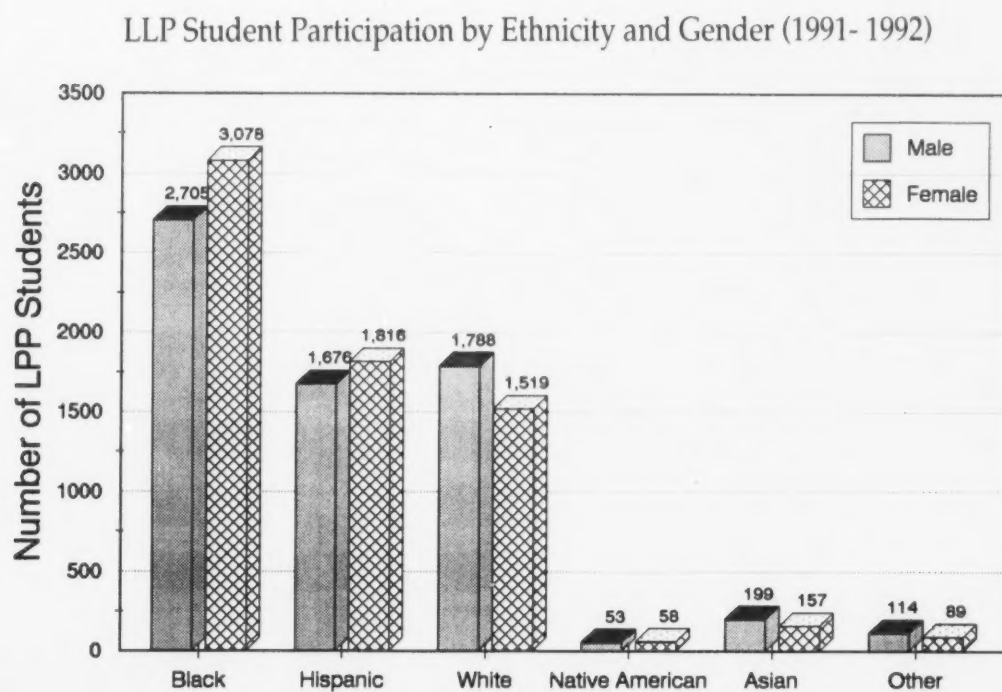




TABLE 2

School Year 1991-92
LPP Participants by Ethnicity and Grade Level

	Black		Hispanic		White		Native American		Asian		Other		Total**
Grade Level	Number	% of Grade	Number	% of Grade	Number	% of Grade	Number	% of Grade	Number	% of Grade	Number	% of Grade	Number
5	162	75.35	23	10.70	28	13.02	0	0.00	0	0.00	2	0.93	215
6	350	53.44	116	17.71	155	23.66	12	1.83	14	2.14	8	1.22	655
7	813	36.51	666	29.91	638	28.65	10	0.45	60	2.69	40	1.80	2,227
8	997	47.48	422	20.10	574	27.33	11	0.52	61	2.90	35	1.67	2,100
9	1,104	40.16	872	31.72	657	23.90	16	0.58	77	2.80	23	0.84	2,749
10	894	41.64	649	30.23	459	21.38	26	1.21	74	3.45	45	2.10	2,147
11	845	46.00	481	26.18	418	22.75	18	0.98	42	2.29	33	1.80	1,837
12	569	47.30	239	19.87	339	28.18	17	1.41	22	1.83	17	1.41	1,203
U*	49	41.18	24	20.17	39	32.77	1	0.84	6	5.04	0	0.00	119
Total	5,783	43.64	3,492	26.35	3,307	24.95	111	0.84	356	2.69	203	1.53	13,252

* Ungraded (students in special education and/or alternative programs)

** Totals do not add to 100% due to rounding

Note: Information about 90 students from Medgar Evers College and 180 students from the Coalition for People's Rights was not available.

C. Profile of Newly Admitted At-risk Students

LPP students are at risk of dropping out of school for a wide variety of reasons, and many students are at risk because of multiple factors. Information about at-risk factors is available for 6,113 of the 6,298 students entering LPP for the first time during 1991-92. (Information for 49 new students enrolled by Medgar Evers College and 136 new students from the Coalition for People's Rights was not available.) Figure 4 provides information on newly admitted students by grade and Figure 5 indicates that the largest number of new students, 3,965 students or 64.9 percent, were admitted because of poor academic performance, followed by: 1,622 (26.5 percent) for poor attendance; 1,294 (21.2 percent) for behavioral and discipline problems; 570 (9.3 percent) for limited English proficien-

cy; 208 (3.4 percent) for teenage parenting or pregnancy; 197 (3.2 percent) for parental abuse or neglect; 153 (2.5 percent) for substance abuse; and 67 (1.1 percent) for homelessness or residence in a shelter. Additionally, 1,489 students (24.3 percent) had other factors contributing to their at-risk status, including such things as: low self-esteem, negative peer influence or rejection by peers, living in foster care or a group home, incarcerated parents, family members who are suffering or who have died from AIDS, extreme economic hardship, residence in neighborhoods with significant incidences of drug sales and use and other crimes, suicidal tendencies or family suicides, and emotional or psychological problems. Please note that the percentages of at-risk factors will add to over 100 percent since many students are listed in multiple categories.

FIGURE 4

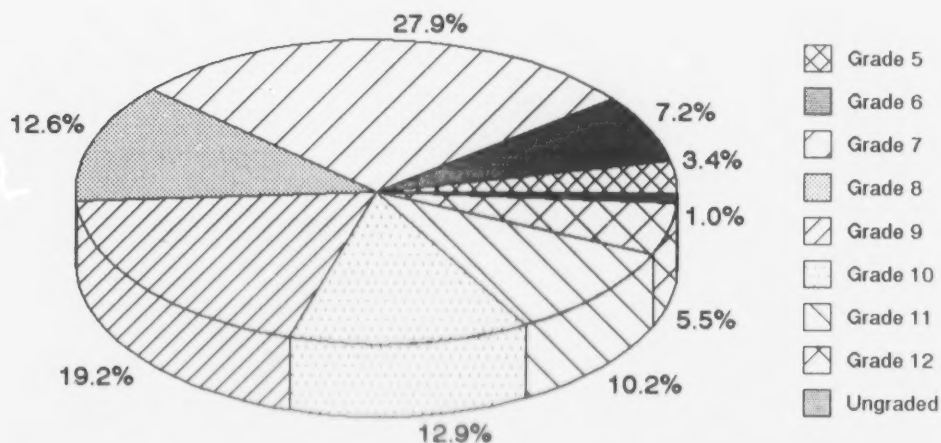
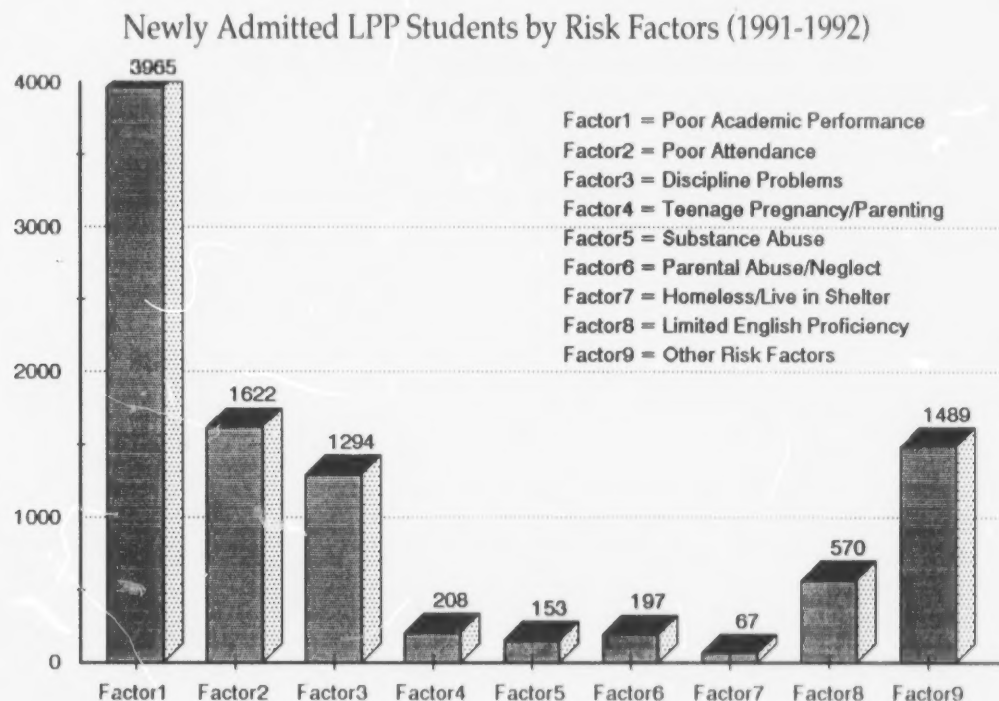


FIGURE 5



D. 1991-92 High School Graduates

For the 1991-92 LPP project year information is available about the plans of 1,032 LPP high school graduates, 83.6 percent of students in 12th grade. Table 3 indicates that 654 of the graduates (63.4 percent) plan to attend college in the 1992-93 academic year. The largest number of graduates, 284, are planning to attend colleges or universities within the State University of New York (SUNY) system, while 172 students will be attending City University of New York (CUNY) institutions. Ninety-six students plan to attend independent colleges within New York State, 13 will be attending New York State proprietary institutions, and 89 will attend colleges and universities in other states.

Table 4 contains information about the 378 students who have decided not to

attend college during the 1992-93 academic year. Of these 378 graduates, 151 were undecided about their plans after graduation. Sixty students were employed, and 69 were seeking employment when the information was collected. Fourteen students were pursuing vocational education, 3 were in apprenticeship programs, and 60 were entering the armed services. Forty-six students were listed in the category of "other," which includes female students who were planning on marriage, or who would be remaining at home with their child or children. Some students who were in grade 12 decided to pursue a GED, and some who did not graduate in June will be attending summer school or returning to school in fall of 1992 to complete their graduation requirements.

TABLE 3

Program Year 1991-92
LPP High School Graduates Who Anticipate Attending College in 1992-93

Type of College or University	No. of Graduates	% of Graduates*
SUNY	284	43.43
CUNY	172	26.30
NYS Independent	96	14.68
NYS Proprietary	13	1.99
Out of State	89	13.61
Total	654	100.01

* The total does not add to 100% due to rounding.

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.



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TABLE 4

Program Year 1991-92
LPP High School Graduates Who Do Not Plan to Attend College

Type of Activity	No. of Graduates	% of Graduates
Vocational Education	14	3.71
Apprenticeship	3	0.79
Armed Services	35	9.26
Employed	60	15.87
Seeking Employment	69	18.25
Other	46	12.17
Unknown	151	39.95
Total	378	100.00

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.

E. Staff Development

Staff development continues to be an important part of the success of LPP. During 1991-92, LPP program staff, administrators, and school district personnel participated in a variety of staff development workshops and training activities. The major goals of staff development are to find ways to continue to improve program performance and to increase the ability of staff with direct student contact to serve at-risk students and their families.

Many of the workshops and activities attended by staff centered around the following topics: working with at-risk high school students; the learning styles of at-risk students; ESL; conflict resolution; curriculum development; computers; oral and written communication; recordkeeping; effective note-taking; grant-writing; and multicultural awareness.

Student and parental health issues were also dealt with in many workshops and training sessions. Some of the issues addressed were teenage sexuality, AIDS awareness and education, dealing with AIDS in the family, drug and alcohol abuse awareness and prevention, the impact of parental alcoholism, teenage pregnancy, suicide prevention, and sexual and physical abuse.

Tutors, counselors, volunteers and mentors were offered training on how to work with at-risk students. Areas covered included study skills, assertiveness, discipline, professional conduct, and building students' self-esteem.

F. Support Services

During the 1991-92 school year, at-risk students participated in a variety of program services, including: academic and career counseling, personal and family counseling, career exploration, mentor relationships with caring adults, and tutoring. Special academic classes were offered during and after school and on Saturdays. Students and

their families also participated in a wide variety of social and cultural enrichment activities and structured recreational programs.

Counseling

Counseling services comprise a major component of most LPP projects, as would be expected of programs serving at-risk students. Counseling was provided by both paid staff and qualified volunteers. During the 1991-92 school year, a total of 288,937 counseling hours was provided to LPP students, an average of over 21 hours of counseling per student. The largest proportion of counseling hours was spent on academic counseling (34.8 percent), and personal counseling (32.8 percent), followed by career counseling (22 percent), family counseling (7 percent), and college financial aid counseling (3.5 percent).

Table 5 indicates that counselors provided 100,373 hours of academic counseling for 8,488 students, an average of almost 12 hours per student. Table 6 shows that a total of 63,584 hours of career counseling was offered to 6,403 students, an average per student of almost 10 hours. College financial aid counseling, presented in Table 7, was delivered to 2,653 students, with the highest proportion (73 percent) taking place, as would be expected, in grades 10 through 12. Twelfth grade students received the highest average number of college financial aid counseling hours, 5.7 hours per student.

Table 8 indicates that 8,032 students received 94,637 hours of personal counseling, an average of almost 12 hours per student. Table 9 shows that family counseling was provided to 2,968 students and their families. The average number of hours per student/family was 6.8.

LPP has long recognized that to serve its clients well, a multi-faceted approach to counseling is needed. Table 10 examines LPP counseling services by both grade and hours. Counseling as a service has been aggregated by personal, family,



academic, career and financial aid counseling. A grand total of 28,544 students received 288,937 hours of counseling as shown in Figure 6.

Not surprisingly, academic counseling was ranked highest in both total number of students receiving services and total number of hours provided. This is an indication that LPP is meeting one of its primary goals of offering services that support student retention. Students in grades six, seven and eight received a total of 33,576 hours of career counseling, which was more than half of the total hours provided in

this category. Career counseling is an integral part of any early intervention program. Students are given career counseling that provides them with information on the requirements they will have to fulfill to reach their career goals. Students are learning in an early grade the value of staying in school.

A large number of students also availed themselves of the Personal counseling services. LPP realizes that in order for students to succeed support is needed in all aspects of their lives.

School Year 1991-92
Number of Academic Counseling Hours by Grade Level

Grade Level	Number of Students Counseled	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	96	845.25	62.50	907.75	9.50
6	318	3,570.00	4,123.00	7,693.00	24.25
7	1,132	11,352.25	4,308.00	15,660.25	14.00
8	1,242	13,708.50	4,466.50	18,175.00	14.75
9	1,835	17,235.75	2,386.50	19,622.25	10.75
10	1,699	15,523.25	643.00	16,166.25	9.50
11	1,271	10,571.25	478.00	11,049.25	8.75
12	819	9,396.75	87.00	9,483.75	11.50
U*	76	1,575.50	40.00	1,615.50	21.75
Total	8,488	83,778.50	16,594.50	100,373.00	11.75

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.

TABLE 5



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TABLE 6

School Year 1991-92 Number of Career Counseling Hours by Grade Level					
Grade Level	Number of Students Counseled	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	56	1,390.00	717.00	2,107.00	37.75
6	234	3,925.50	7,674.00	11,599.50	49.50
7	800	5,011.25	6,441.00	11,452.25	13.25
8	1026	5,191.00	5,333.00	10,524.00	10.25
9	1298	6,795.00	1,439.50	8,234.50	6.25
10	1092	5,962.25	556.50	6,518.75	6.00
11	1082	5,663.25	766.50	6,429.75	6.00
12	749	4,743.50	637.00	5,380.50	7.25
U*	66	1,332.50	5.50	1,338.00	20.25
Total	6403	40,014.25	23,570.00	63,584.25	10.00

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.

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TABLE 7

School Year 1991-92 Number of Financial Aid Counseling Hours by Grade Level					
Grade Level	Number of Students Counseled	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	0	0.00	0.00	0.00	
6	61	76.00	0.00	76.00	1.25
7	153	133.00	12.00	145.00	1.00
8	198	191.00	18.00	209.00	1.00
9	288	639.00	148.00	787.00	2.75
10	447	1,226.25	176.00	1,402.25	3.25
11	702	2,535.00	400.00	2,935.00	4.25
12	791	4,144.75	372.50	4,517.25	5.75
U*	13	32.00	1.50	33.50	2.50
Total	2653	8,977.00	1,128.00	10,105.00	4.00

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.

TABLE 8

School Year 1991-92
Number of Personal Counseling Hours by Grade

Grade Level	Number of Students Counseled	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	59	1,552.50	82.50	1,635.00	27.75
6	286	3,888.00	522.00	4,410.00	15.50
7	1,113	10,823.50	1,871.50	12,695.00	11.50
8	1,267	9,429.00	7,458.00	16,887.00	13.50
9	1,750	16,938.25	3,766.50	20,705.00	12.00
10	1,445	14,825.00	762.00	15,587.00	10.75
11	1,265	11,867.25	525.00	12,392.25	10.00
12	819	7,994.00	316.00	8,310.00	10.25
U*	28	2,016.00	0.00	2,016.00	72.00
Total	8,032	79,333.50	15,303.50	94,637.00	11.75

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.



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TABLE 9

School Year 1991-92
Number of Family Counseling Hours by Grade

Grade Level	Number of Students Counseled	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	25	56.50	32.50	89.00	3.50
6	95	331.25	54.75	386.00	4.00
7	283	1,389.25	196.00	1,585.25	5.75
8	426	2,215.50	141.50	2,357.00	5.50
9	554	2,215.50	171.00	2,386.50	4.25
10	671	5,171.00	77.00	5,248.00	8.00
11	515	3,697.00	104.00	3,801.00	7.50
12	392	4,330.00	18.00	4,348.00	11.00
U*	7	37.00	0.00	37.00	5.25
Total	2,968	19,443.00	794.75	20,237.75	7.00

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.

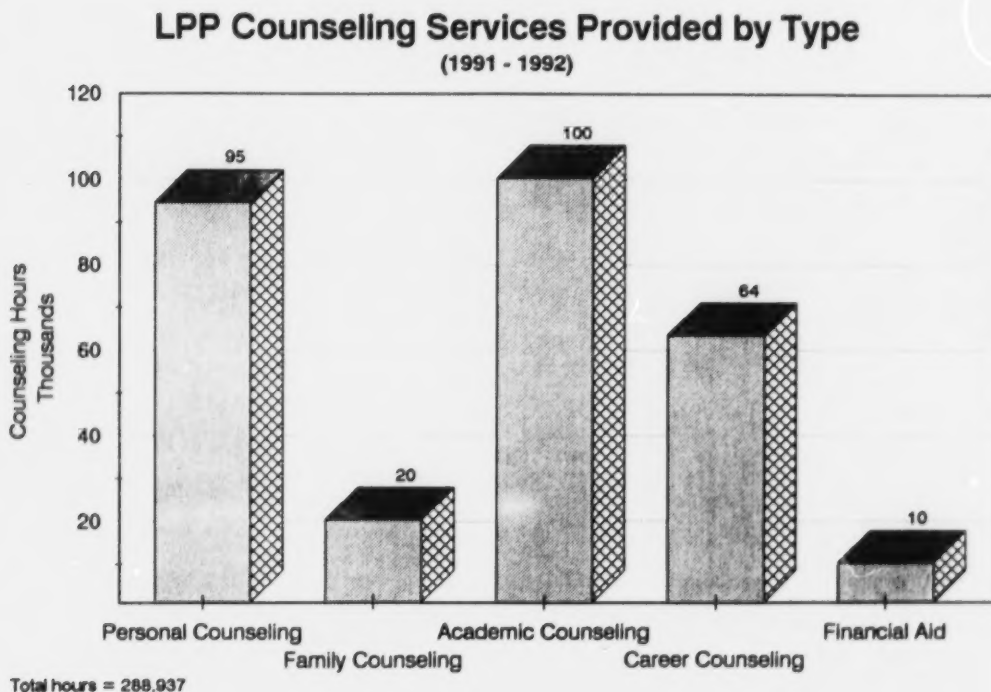


TABLE 10

LPP Counseling Services by Grade and Hours
(1991 -1992)

Grade Level	Personal Counseling		Family Counseling		Academic Counseling		Career Counseling		Financial Aid		Grant Total	
	No. of Students	Total Hours	No. of Students	Total Hours	No. of Students	Total Hours	No. of Students	Total Hours	No. of Students	Total Hours	Total Student	Total Hours
5	59	1,635	25	89	96	908	56	2,107	0	0	236	4,738
6	286	4,410	95	386	318	7,693	234	11,600	61	76	994	24,165
7	1,113	12,695	283	1,585	1,132	15,660	800	11,452	153	145	3,481	41,538
8	1,267	16,887	426	2,357	1,242	18,175	1,026	10,524	198	209	4,159	48,152
9	1,750	20,705	554	2,386	1,835	19,622	1,298	8,235	288	787	5,725	51,735
10	1,445	15,587	671	5,248	1,699	16,166	1,092	6,519	447	1,402	5,354	44,922
11	1,265	12,392	515	3,801	1,271	11,049	1,082	6,430	702	2,935	4,835	36,607
12	819	8,310	392	4,348	819	9,484	749	5,381	791	4,517	3,570	32,039
U	28	2,016	7	37	76	1,616	66	1,338	13	34	190	5,040
Total	8,032	94,637	2,968	20,238	8,488	100,373	6,403	63,584	2,653	10,105	28,544	288,937

FIGURE 6



Home Visits and Referrals

Visits to students' homes by project staff are part of many LPP projects. During the 1991-92 school year, 4,083 visits were made to the homes of 2,163 students. Table 11 indicates that most visits, 2,300, were routine, while students' academic problems were addressed during 1,903 visits, followed in frequency by attendance problems (897), family counseling (841), discipline problems (566), and health counseling (242). Four hundred and eighty-four visits addressed other issues such as: training for teenage parents, the delivery of food and clothing, and home instruction for students out of school due to illness or injury.

LPP projects also served as a resource for referrals to other services and programs needed by students and their families. Table 12 indicates that 2,587 students and/or mem-

bers of their families received a total of 4,021 referrals. The largest number of referrals, 1,242, was to other programs and services within the schools, such as programs for pregnant or parenting teens, special education programs, school social workers and psychologists, and school guidance counselors. Referrals for employment for both students and their parents or guardians accounted for 949 referrals, followed by referrals to social services (350), health referrals (261), and referrals to legal services (58). A variety of other referrals, 1,161, were made, including: referrals for sexual abuse reporting and counseling; GED programs; prenatal clinics and family planning; advocates for the handicapped; food pantries; crisis intervention and dispute mediation programs; and drug rehabilitation programs.



TABLE 11

School Year 1991-92
Home Visits

Grade Level	No. of Students Visited	No. of Home Visits	Avg. No. of Visits Per Student	Reasons for Home Visits						
				Routine Visit	Academic Problem	Discipline Problem	Attendance Problem	Family Counseling	Health Counseling	Other
5	17	29	1.7	11	10	7	2	7	1	5
6	112	305	2.7	205	176	64	41	76	18	68
7	327	596	1.8	398	351	168	89	192	66	104
8	286	720	2.5	473	399	143	101	193	42	75
9	649	1,050	1.6	434	392	80	373	129	45	59
10	365	683	1.9	351	321	60	156	127	34	48
11	269	437	1.6	257	147	32	99	57	14	55
12	131	252	1.9	167	105	10	30	58	22	70
U*	7	11	1.6	4	2	2	6	2	0	0
Total	2,163	4,083	1.9	2,300	1,903	566	897	841	242	484

* Ungraded (students in special education and/or alternative programs)

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.

TABLE 12

School Year 1991-92
Number of LPP Students Referred to Other Services

Grade Level	No. of Students	Health Related	Social Services	Legal	Employment	Other Programs Within School	Other
5	7	2	6	0	0	6	1
6	90	18	23	8	2	39	49
7	284	49	66	11	12	188	136
8	233	36	80	10	55	111	140
9	656	49	75	13	255	222	165
10	641	38	72	7	265	161	240
11	411	31	24	6	204	484	257
12	243	32	4	3	146	28	170
U*	22	6	0	0	10	3	3
Total	2,587	261	350	58	949	1,242	1,161

* Ungraded (students in special education and/or alternative programs)

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.



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Tutoring

Although LPP students are at risk of dropping out of school for a wide variety of reasons, the majority of LPP students are at risk because of poor academic performance. Therefore, tutoring is a major component of LPP projects. Table 13 indicates that 8,358 students, 63.82 percent of the reported school year enrollment, received a total of 308,676 hours of subject specific tutoring from both paid staff and volunteers. The average number of hours of tutoring provided per student was 36.5. The majority of tutoring was done by licensed teachers and college students who had demonstrated mastery of a subject, and who were trained by the projects to work with at-risk students. As with mentors, many college tutors are members of minority groups or from economically disadvantaged populations.

TABLE 13

School Year 1991-92 Tutoring					
Grade Level	Number of Students	Number of Tutoring Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	209	16,750.50	3,154.00	19,904.50	95.25
6	597	21,720.00	14,512.50	36,232.50	60.75
7	1,447	45,894.75	16,102.50	61,997.25	43.00
8	1,408	45,175.00	10,659.75	55,834.50	39.75
9	1,518	38,125.50	3,606.25	41,731.75	27.50
10	1,323	36,501.25	1,515.25	38,016.50	28.75
11	1,134	29,839.25	1,224.25	31,063.50	27.50
12	731	19,843.50	481.50	20,325.00	28.00
U*	91	3,510.00	61.00	3,571.00	39.25
Total	8,458	257,359.50	51,317.00	308,676.50	36.50

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.



Special Classes

LPP projects offer a variety of special classes to both students and their parents or guardians. LPP defines a special class as formal instruction based on a planned curriculum. Special classes may meet on a regular schedule or consist of a series of one-day workshops. Special classes may offer advanced or supplementary instruction in a subject the student is studying in school, or offer instruction on a variety of topics or subjects that are not part of a student's regular school schedule. Some of the topics covered during the 1991-92 school year were: study skills, PSAT/SAT preparation, talking with your children about AIDS and HIV, public speaking, understanding your teenager, photography, poetry and playwriting, and building self-esteem. Parents could participate with their children in some special classes, or participate in classes developed specifically for them.

During the 1991-92 school year, 794 special classes and workshops were offered. There were 16,348 students and 1,912 parents (duplicated headcount) who participated in these programs. The completion rate for special classes was 95.8 percent for students, and 98.7 percent for parents.

Community Service and Career Activities

LPP provides students and their parents or guardians with a variety of community service and career activities. Community service opportunities allow students and their parents to gain experience and skills while working as a volunteer for an organization or while performing other services for their communities. Some students volunteered to work

with the elderly in nursing homes, to act as tutors to students in lower grades, and to help out in day care centers. Some of the students and their parents helped their communities by collecting food for needy families; by painting murals on buildings; and by planning, purchasing, and planting flowers at the main entrance to their school. LPP career activities help students and parents to explore career options and to obtain or improve job skills. Career activities included college career days and workshops on applying to college, internships and job shadowing experiences, speakers from the business community and the professions, and resume preparation and workplace literacy workshops.

During the 1991-92 school year, 333 community service and career activities were offered. There were 6,372 student participants in these activities, and 570 parent participants (duplicated headcount). The completion rate for students was 98.8 percent, and 100 percent for parents and guardians.

Enrichment activities are an essential part of LPP projects. Enrichment activities are designed to expose LPP students and their families to a variety of cultural, social, and recreational experiences that may not be readily available as part of their current environment. Some examples of enrichment activities are: field trips to theaters, museums, and wildlife sanctuaries; student award dinners, dances and parties; sports activities; picnics; and trips to fairs and amusement parks. Participation in many enrichment activities is used to reward and recognize LPP students for improving their academic performance or school attendance, or for their hard work in other components of their LPP project. Dur-

ing the 1991-92 school year there were 1,056 enrichment activities offered to students and their families. There were 24,994 students and 2,415 parents who participated in enrichment activities (duplicated headcount).

Mentoring

The New York State Mentoring Program, founded by Matilda Cuomo, defines mentoring as a "one-to-one relationship between a volunteer adult role model and a child who can benefit from guidance and individual attention." For many at-risk students, a caring relationship with a mentor may make the difference between success and failure. During the 1991-92 school year, 1,328 mentors spent 74,835 volunteer hours with 2,186 LPP students. Mentors spent, on average, over 34 hours with their assigned students. Mentors spent time with students during free periods at school, after school and on weekends, at student and family outings, and at community sites. Many mentors tutored students, invited them to their workplace, or to their college campus. The largest group of LPP mentors, 446, were college students, many of whom were participants in special college programs, such as the Collegiate Science and Technology Entry Program (CSTEP), which is designed to increase the enrollment of minority students and economically and educationally disadvantaged students in science and technology majors. Mentors from business and the professions numbered 363, while community service mentors equalled 264. Table 14 displays information about school year mentoring.



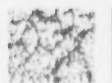


TABLE 14

School Year 1991-92 Mentoring										
Grade Level	No. of Students	Number of Mentors Who Are:						Total No. of Mentors	Total Hours	Avg. Hours Per Student
		Business/ Professional	Community Service	LPP Graduates	LPP Students	College Students	Other			
5	21	7	1	0	0	3	2	13	1,343	87.75
6	109	9	1	0	2	15	36	63	4,809	44.25
7	310	50	24	2	3	91	52	222	9,529	30.75
8	410	55	110	0	1	72	69	307	15,625	38.25
9	390	58	62	2	0	90	21	233	15,716	40.50
10	407	73	36	0	0	75	15	199	12,148	30.00
11	260	59	14	0	0	62	10	145	5,960	23.00
12	234	51	16	0	1	57	16	141	5,973	25.50
U*	45	1	0	0	0	1	3	5	3,232	72.00
Total	2,186	363	264	4	7	466	224	1,328	74,835	34.25

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Note: Information about students from Medgar Evers College and the Coalition for People's Rights was not available.

1991 LPP SUMMER PROGRAM**A. Enrollment**

During the summer of 1991, 34 out of 53 programs offered a structured summer program designed to offer a continuity of services to at-risk students and their parents. Summer programs offered a variety of activities and services, including: special classes and workshops designed to improve students' skills and to increase their knowledge. Tutoring; counseling; mentor/student activities; summer employment opportunities; and a wide variety of enrichment and recreational activities were also offered.

A total of 1,587 students participated in LPP summer program activities. This was a slight decrease from 1990-91, when 1,737 students participated in activities during the summer. The decrease is the result of a cut in the LPP appropriation for 1991-92 combined with the late award notification due to the late passage of the 1991-92 State Budget.

B. Student Profile

The majority of the students (24.5 percent) were in grade 9. Seventy-eight percent of the summer students were grouped in grades 9-12. Table 15 shows the number and percent of student summer participation by grade.

Figure 7 displays summer program participation by gender and grade level. The majority of participants were female (54.5 percent). However, this year's pattern is similar to last year's pattern, with male students participating in larger numbers in grades 5 through 7, and female students participating in greater numbers in grades 10 through 12. The majority of summer program students identified themselves as black (38.7 percent), followed by white (32.4 percent) and Hispanic (25.1 percent). Female students outnumbered males in all of those groups. Table 16 provides ethnicity data for each grade level.



TABLE 15

Summer 1991 LPP Student Participation by Grade Level		
Grade Level	No. of Students in Summer	% of Students in Summer**
5	15	0.95
6	19	1.20
7	108	6.81
8	201	12.67
9	389	24.51
10	312	19.66
11	269	16.95
12	268	16.89
U*	6	0.38
Total	1,587	100.02

* Ungraded (students in special education and/or alternative programs)

** The total does not add to 100% due to rounding.

FIGURE 7

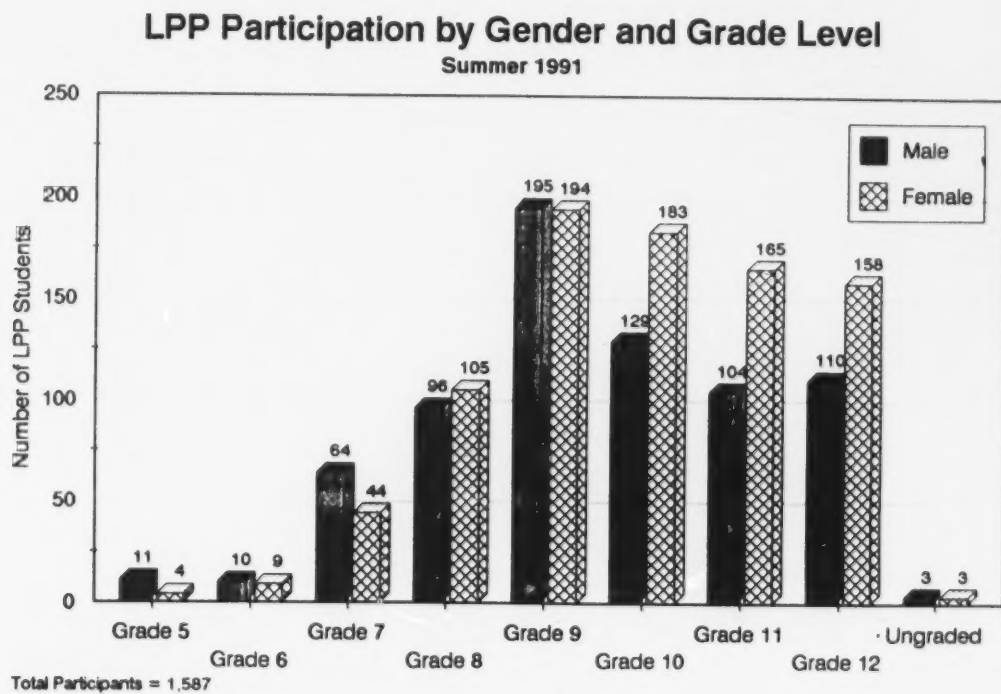


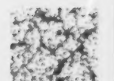
TABLE 16

Summer 1991
LPP Participants by Ethnicity and Grade Level

Grade Level	Black		Hispanic		White		Native American		Asian		Other		Total
	Number	% of Grade	Number	% of Grade	Number	% of Grade	Number	% of Grade	Number	% of Grade	Number	% of Grade	Number
5	11	73.33	1	6.67	3	20.00	0	0.00	0	0.00	0	0.00	15
6	6	31.58	1	5.26	12	63.16	0	0.00	0	0.00	0	0.00	19
7	11	10.19	18	16.67	76	70.37	1	0.93	2	1.85	0	0.00	108
8	51	25.37	63	31.34	75	37.31	1	0.50	8	3.98	3	1.49	201
9	161	41.39	122	31.36	85	21.85	0	0.00	13	3.34	8	2.06	389
10	121	38.78	78	25.00	102	32.69	0	0.00	5	1.60	6	1.92	312
11	126	46.84	61	22.68	74	27.51	0	0.00	6	2.23	2	0.74	269
12	126	47.01	54	20.15	82	30.60	0	0.00	3	1.12	3	1.12	268
U*	1	16.67	0	0.00	5	83.33	0	0.00	0	0.00	0	0.00	6
Total**	614	38.69	398	25.08	514	32.39	2	0.13	37	2.33	22	1.39	1,587

* Ungraded (students in special education and/or alternative programs)

** Totals do not add to 100% due to rounding



C. Support Services

LPP summer support services and activities are similar to those offered during the school year. Support services fall in the general categories of academic and personal counseling, tutoring, mentoring, special classes, and enrichment and recreational opportunities. Some students and their parents or guardians also participated in career activities such as job shadowing and workplace literacy workshops, community service activities, and employment programs such as the Summer Youth Employment Program (SYEP), allowing them to develop their job skills and work habits. Students and their families also participated in a wide variety of enrichment and recreational activities.

Counseling

A variety of counseling services was also available for LPP students and their families. Academic counseling was provided to 610 students (38.4 percent). A total of 4,675 hours of counseling was provided by paid workers and volunteers. Table 17 shows that, on average, students in grades 7 through 12 received 7.7 hours of academic counseling over the course of the summer program. Table 18 indicates that 3,045.25 hours of career counseling were provided to a total of 617 students, 38.9 percent of those enrolled in summer. Seventh-graders received the highest average hours (17.60) of career counseling, indicating that the programs recognize the need to inform students prior to high school about the academic requirements for a variety of careers. Table 19 indicates that most of the students receiving college financial aid counseling were in grades 11 and 12, as would be expected. A total of 482 hours was spent on financial aid counseling.

TABLE 17

Summer 1991
Number of Academic Counseling Hours by Grade Level

Grade Level	Number of Students	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	0	0	0	0	0
6	0	0	0	0	0
7	36	308.50		308.50	8.50
8	52	123.00	38.75	161.75	3.25
9	144	1,596.75	127.75	1,724.50	12.00
10	145	1,183.00	41.25	1,224.25	8.50
11	130	952.25	34.50	986.75	7.50
12	99	254.50	9.75	264.25	2.75
U*	4	3.00	2.00	5.00	1.25
Total	610	4,421.00	254.00	4,675.00	7.75

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

TABLE 18

Summer 1991
Number of Career Counseling Hours by Grade

Grade Level	Number of Students	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	0	0	0	0	0
6	0	0	0	0	0
7	35	615.00	1.00	616.00	17.75
8	51	147.00	50.75	197.75	4.00
9	97	280.00	76.75	356.75	3.75
10	133	445.75	72.25	518.00	4.00
11	135	903.00	29.50	932.50	7.00
12	166	206.75	217.50	424.25	2.50
U*	0	0	0	0	0
Total	617	2,597.50	447.75	3,045.25	5.00

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.



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TABLE 19

Summer 1991
Number of Financial Aid Counseling Hours

Grade Level	Number of Students	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	7	2.00	8.75	10.75	1.50
9	37	22.00	29.75	51.75	1.50
10	67	75.00	26.25	101.25	1.50
11	121	154.00	24.50	178.50	1.50
12	120	132.00	7.75	139.75	1.25
U*	0	0	0	0	0
Total	352	385.00	97.00	482.00	1.50

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Students and their parents or guardians were provided with extensive personal and family counseling services. Table 20 indicates that a total of 803 students (50.6 percent) received an average of 6.05 hours of personal counseling from both paid staff and volunteers. Students in the eighth grade received the most hours, followed by students in the ninth grade. Table 21 indicates that 294 students and their families participated in family counseling. Tenth grade students received the most family counseling hours, 110.50 out of a total 451.50 hours.

Home visits, displayed in Table 22, are related to family counseling activities as well as other issues. A total of 253 students received 348 home visits, most of which were routine in nature, although 44 visits were for family counseling, and 23 were to discuss stu-

dent's academic problems. Additionally, LPP staff often refer students and their families to other services outside the scope of LPP. Table 23 shows that 171 students were referred to outside agencies or other programs 166 times. These referrals related to health issues, social services, legal aid, employment, and to other programs within the schools. The majority of referrals were regarding employment opportunities.

TABLE 20

Summer 1991 Number of Personal Counseling Hours by Grade					
Grade Level	Number of Students	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	1	0.50	0.00	0.50	0.50
6	4	16.75	0.00	16.75	4.25
7	65	504.25	204.00	708.25	11.00
8	99	1,297.50	70.00	1,367.50	14.00
9	154	955.75	43.00	998.75	6.50
10	165	699.00	48.00	747.00	4.50
11	149	496.25	49.00	545.25	3.75
12	162	381.25	82.00	463.25	3.00
U*	4	10.75	0.00	10.75	2.75
Total	803	4,362.25	496.00	4,858.50	6.00

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

TABLE 21

Summer 1991
Number of Family Counseling Hours by Grade

Grade Level	Number of Students	Number of Counseling Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5	0	0.00	0.00	0.00	0.00
6	2	1.00	0.00	1.00	0.50
7	17	13.00	0.00	13.00	0.75
8	50	53.50	22.00	75.50	1.50
9	52	83.50	11.00	94.50	2.00
10	60	76.00	34.50	110.50	2.00
11	61	81.50	9.00	90.50	1.50
12	50	64.50	0.00	64.50	1.25
U* 2	2.00	0.00	2.00	1.00	0.00
Total	294	375.00	76.50	451.50	1.50

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.





TABLE 22

Summer 1991 Home Visits										
Grade Level	No. of Students	No. of Home Visits	Avg. No. of Visits Per Student	Reasons for Home Visits						
				Routine Visit	Academic Problem	Discipline Problem	Attendance Problem	Family Counseling	Health Counseling	Other
5	0	0		0	0	0	0	0	0	0
6	9	9	1.0	9	0	0	0	0	0	0
7	47	54	1.1	47	0	5	2	0	0	0
8	37	62	1.7	56	2	2	1	6	0	0
9	62	93	1.5	63	6	6	3	22	1	2
10	44	67	1.5	55	7	3	3	10	1	1
11	28	31	1.1	24	2	0	0	3	2	3
12	24	29	1.2	25	5	0	0	2	0	1
U*	2	3	1.5	2	1	0	0	1	2	0
Total	253	348	1.4	281	23	16	9	44	6	7

* Ungraded (students in special education and/or alternative programs)

TABLE 23

Summer 1991
Number of Students Referred to Other Services

Grade Level	No. of Students	Health Related	Social Services	Legal	Employment	Other Programs Within School	Other
5	0	0	0	0	0	0	0
6	4	0	0	0	0	0	4
7	7	1	0	0	0	0	6
8	10	0	4	1	1	0	6
9	60	1	5	1	25	6	9
10	32	6	2	1	18	0	9
11	42	3	1	0	35	2	3
12	16	4	0	0	11	0	1
U*	0	0	0	0	0	0	0
Total	171	15	12	3	90	8	38

* Ungraded (students in special education and/or alternative programs)



31

Special Classes and Enrichment Activities

During the summer of 1991, 288 special classes and workshops were offered to LPP students and their parents or guardians, including subjects such as study skills, PSAT/SAT preparation, reading, math, ESL, and courses in the humanities and the arts. A total of 3,058 students and 150 parents participated in special classes. The completion rate for both students and parents was almost 100 percent. In addition to special classes, LPP students and their parents or guardians were offered 55 career and community service activities. A total of 802 students participated in career development and community service activities, while the number of parents who participated was 80 (duplicated headcount). Almost 99 percent of the students completed their community service or career activities, while the completion rate for parents and guardians was 100 percent.

As part of the LPP summer program, 269 enrichment and/or recreational activities were offered to LPP students and their families. Typical activities included trips to museums, plays, wildlife sanctuaries, and amusement parks. Students and their families also attended sports events and participated in picnics and summer festivals. During the summer of 1991, 3,512 students participated in enrichment and recreational activities, and 257 parents (duplicated headcount) participated with their children.

Mentoring

Mentoring activities continued during the summer program, and 416 students spent an average of 14 hours with their mentors. In all, mentors volunteered a total of 5,886 hours with their assigned students during the summer. As indicated in Table 24, college students were the largest group of mentors.



TABLE 24

Summer 1991 Mentoring										
Grade Level	No. of Students	Number of Mentors Who Are:							Total Hours	Avg. Hours Per Student**
		Business/ Professional	Community Service	LPP Graduates	LPP Students	College Students	Other	No. of Mentors		
5	0	0	0	0	0	0	0	0	0	
6	11	0	5	0	0	10	0	15	143	13.00
7	48	9	1	0	0	9	2	21	687	14.50
8	63	1	7	0	0	25	14	47	726	11.50
9	58	2	4	1	0	34	12	53	809	14.00
10	58	6	5	0	0	14	12	37	1,050	18.00
11	81	3	2	0	0	16	11	32	1,619	20.00
12	97	6	6	0	0	19	14	45	854	9.00
U*	0	0	0	0	0	0	0	0		
Total	416	27	30	1	0	127	65	250	5,886	14.25

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

Tutoring

Summer tutoring provided students the opportunity to begin their next school year with increased academic preparation. Tutoring was provided to students enrolled in special classes and workshops, as well as to LPP students attending regular summer school. Table 25 indicates that during the summer of 1991, 467 LPP students received a total of 11,842 hours of tutoring, an average of over 25 hours per student. The largest numbers of students receiving tutoring were in grades 9 and 10. Eleventh grade students received the highest average number of hours of tutoring—over 38 hours each with the exception of one student in grade six who received 45 hours.

TABLE 25



33

Summer 1991 Tutoring					
Grade Level	Number of Students	Number of Tutoring Hours			Average Hours Per Student**
		Paid	Volunteer	Total	
5					
6	1	45.00	0.00	45.00	45.00
7	21	321.00	0.00	321.00	15.25
8	76	1,018.00	0.00	1,018.00	13.50
9	150	3,500.00	780.00	4,280.00	28.50
10	104	2,384.00	223.00	2,607.00	25.00
11	63	2,381.00	5.50	2,386.50	38.00
12	52	1,076.25	108.00	1,184.25	23.00
U*					
Total	467	10,725.25	1,116.50	11,841.75	25.50

* Ungraded (students in special education and/or alternative programs)

** Rounded to nearest quarter hour.

SECTION III

SUMMARY

Although the 1991-92 LPP appropriation was reduced by 23 percent, the 53 LPP projects across the State managed to serve 13,740 students, only slightly fewer than the 13,920 students served in 1990-91. Although many program services were scaled back due to the reduction in funds, all LPP projects were successful in maintaining critical components, such as tutoring and counseling. Many LPP projects increased fund-raising efforts by both project staff and LPP students in order to continue with special program components such as Liberty Partnerships Program Clubs, enrichment activities and recreational events. LPP partners from business and industry responded to LPP program needs by donating time, supplies and equipment, tickets to special events, and money. LPP program volunteers responded to the diminished funding by increasing the number of hours they provided to LPP students. During 1991-92, a total of 191,916.50 hours were donated by people who provided tutoring, counseling, and mentoring to LPP students. This represents an increase of 42 percent over 1991, when 135,198 hours of services were provided by volunteers. Additional uncounted volunteer hours were also donated by LPP parents and other people, who gave their time and talents to the program by volunteering to make telephone calls to LPP students and their parents, acting as chaperons on field trips, or donating time to talk to students about their jobs and professions.

The Bureau of Liberty Partnerships Program Administration would like to take this opportunity to thank all the project staff, volunteers, business people, and the LPP students and their families for their continued commitment to the program, and for their hard work and dedication.

Throughout the three years of its existence, the Liberty Partnerships Program has continued to build and strengthen linkages among school, home, community, and higher education in order to help New York State's at-risk students to remain in school. However, each year approximately 45,000 students in New York State leave school before graduating. As the current recession continues to linger, the ranks of the unemployed and the underemployed continue to grow. According to a report from the U. S. Census Bureau, the proportion of people living in poverty in New York State has increased to 15 percent, and the actual number of people living below the poverty line is the highest since 1964. In times of economic stress, students and their families are increasingly vulnerable to the problems that threaten the students' academic performance such as family breakups, drug and alcohol abuse, rising rates of crime and violence, and the perception that opportunities to advance in our society are limited or nonexistent. Under the current economic and social conditions, the need for Liberty Partnerships Programs continues to increase.



SECTION IV

SELECTED ANECDOTAL COMMENTS

Programs were invited to include anecdotal comments with their final reports. The following comments were made by project staff, teachers from the partner schools, and perhaps, more importantly, by students and their parents. The comments have not been edited except for clarity.

School of Visual Arts

"The School of Visual Arts found that the racial tension in Los Angeles this past Spring was affecting their LPP students. Special classes were designed that dealt with racial issues, issues of personal responsibility and personal conduct during crisis situations. Conflict resolution was already part of the curriculum. The classes also dealt with cultural and ethnic diversity and integration. After participating in the classes, students felt more comfortable and able to deal with the emotionally charged events of Los Angeles and throughout the country. Staff was especially concerned with students' physical safety because most of the LPP students live in areas which were affected by some kind of violence.

In December the LPP mural project, "Doing the Dance of Life," was completed. LPP students remained committed to finishing the project, even under adverse weather conditions. The students demonstrated tenacity and courage throughout the work on this project. Awards were given to everyone involved at the May Ribbon Cutting ceremony. Representatives from Cityarts, SVA faculty and staff, LPP students and parents, and community members all participated in the event. Cityarts provided a wonderful color postcard of the mural which was sent to community members, LPP students, and the press.

Daemen College

"Upon returning to school in the Fall of 1991, many South Park High School students were asking about the continuation of the LPP program, wanting to be sure that they were still a part of it. To have the program on the minds of students is an achievement LPP is proud of.

"In May, South Park High School held its annual Awards Ceremony. Two Liberty Partnership Program students received plaques: Joy Harris for her dedication to the Liberty Partnership Program; and Manulito Loman, a special education student and a Liberty Partnership Program participant, for his efforts to become an academic leader and role model.

"School #33 had its commencement on June 19, 1992. Many LPP students received awards. Award recipients included: Felix Perez, Melanie Garcia, Eliezer Rosario, Tasha Reeves, Maryliana Marrero, Zylkia Rivera, Jenny Ritchie, Marcos Corchado, Educardo Burgos, Alba Natal, Angelina Cintron, and Omari Lias. Congratulations to all of the award winners." Brian David Sylvia, a senior and a tutor from South Park DCLPP since its inception, has been awarded a full four-year scholarship to St. Lawrence University in Canton, New York. St. Lawrence has been collaborating with DCLPP for the past year, and David was among approximately 20 DCLPP students who went to St. Lawrence for a campus visit. He was impressed with what he saw, and St. Lawrence was obviously very impressed with David.

Orange County Community College

"After experiencing growing pains during the 1990-91 program year, the Orange County Liberty Partnership Program began its second year with cautious optimism. Strengths as well as weaknesses were clearly defined and



measures were designed to capitalize on what had been successful, and activities that did not work were eliminated. An atmosphere and structure was created that would foster success and there were successes. The attrition rate for the 71 students served was 15 percent. As of June 1992, 21 of 25 twelfth graders graduated. Fifteen of the graduates anticipate attending college; four plan to enter the military; two plan to seek employment. Two will graduate in August 1992 and plan to attend college. The other two will graduate in 1993. The program established strong ties with Newburgh Free Academy. LPP staff presence at the high school on a regular basis promoted communication between school personnel and program staff. By the end of the semester, students were stopping by the college to let us know how they were doing; soliciting information about summer employment; talking about college. The goal of creating an environment that students perceived as supportive had been accomplished."

Centro Civico of Amsterdam - Teen Renaissance Program

The following are student comments taken from project questionnaires:

"Teen Renaissance means to me that people really care for kids. Its helped me in my school work, my attitude, and kept me out of trouble. The people here are really nice and caring, they treat you like family."

"Teen Renaissance has helped me not only stay off the street, but to take responsibility."

"The Renaissance & LPP has helped me stay off the streets & learn about a lot of infectious diseases. It also pushed me & encouraged me to go to school & get through it. The tutoring has helped not only myself but others students. And I thank them too."

"LPP and Teen Renai. has helped me to become outgoing and helped me with making new friends since I moved here. It has helped me to achieve self confidence."

"It got me off the streets and gave me something to do. It also got me out of trouble. It means a lot to me. I got to meet a lot of new people."

"The LPP program and teen renaissance has done a lot for me. They picked my spirits

up when I thought there wasn't no hope for a dropout like myself. They've encouraged me to get my G.E.D., go to college. Taught me how to be responsible and to believe in myself and that anything is possible. Thanks."

"Teen Renaissance have given me many opportunities and experiences that I wouldn't have had otherwise."

"Teen Renaissance and LPP keep people out of the streets and out of trouble. It helps you look for jobs."

"Teen Renaissance means a lot to me! I have been involved with it for 3 years. In three years I have learned a number of things, such as about AIDS, TEEN PREGNANCY . . . & many other things. It really helps me to stay off the streets."

"LPP has been there for me for the last 3 years. When I needed some help in school cause I was failing a course. They helped me get off the street and gave me something to look forward to."

"LPP has been a big part of my life because it has helped me with tutoring and personal problems. It has also helped me with discovering new ideas for my drawings and art works. They have also taken me [to] interesting places like planetarium and museums."

Onondaga Community College

"In 1991-92 only five out of 429 students participating in the program dropped out of school. This is a significantly lower rate than before the program was started. There are long waiting lists of students from city schools who want to participate in the program. The Life Skills Workshops were also very successful. Topics selected by the students included the issues of teenage pregnancy and violence. These sessions are designed to help students deal with the issues in their lives that impede their ability to be academically successful. The last month of the Life Skills Workshops dealt with summer employment. Speakers from the community who hire teens for summer jobs presented information on job possibilities. JTPA came to help students fill out applications. Approximately 45 of the students were placed in summer employment through these workshops."



State University College at Purchase

"The goals and objectives which were stated in the three year project have been accomplished to a great deal. Some accomplishments include:

- *83 percent of the original seniors graduated high school.

- *63 percent are going to college.

- *At four of our eight LPP sites, older project students are tutoring their counterparts in the elementary and middle schools.

- *Project students' social behavior and attitudes have improved as evidenced by their participation in Special Education Olympics, clean-up projects at schools and community, attendance at school functions."

LPP in coordination with the Melville Shoe Corporation has a drop-out prevention program in place. Melville donated ten \$2,000 per year scholarships for LPP students and other former at-risk youths.

Borough of Manhattan Community College

"The project has been able to collect grades for 102 LPP students. Of the data collected, 81 percent of the students passed their courses.

"Pregnant and parenting teens come with their unique set of problems which place them at even greater risk of dropping out of school. LPP modified several of its components in order to become accessible to a larger number of students. They included (1) in-class tutoring, (2) the formation of the Liberty Club which discusses issues such as parenting, college, and career choices.

"However there remain concerns that were not resolved during this funding cycle. They include absenteeism, low motivation and self-esteem. Fully understanding that one's physical state of being during pregnancy can be trying, this condition tends to be exacerbated when the individual is 12-, 13- or 14-years-old."

State University of New York at Buffalo

"Tamar Anthony, an 18-year-old mother of a two-year old child, has a 92.4 average at Kensington High School. She was one of 14 inner-city students who received Minority Youth Achievement Awards in May. Others honored included: Christopher Simmons, Marc V. Swygert, Joyce Allan Clark, Marguita Knight, Wallace Benson, Carl Bailey, Tanika McCleod, Manulito Loman, Iris Cuevas, Kimberely Bassett, Adrienne Collier, Jerry Ragland and Audrey Hawkins." Throughout 1991-1992, there were more mentors than mentees in the mentor program held on campus. The National Society of Black Engineers personally commuted to the partnership schools in order to recruit LPP students for mentoring. Each session lasted for a period of two hours for eight weeks during the spring semester.

State University of New York at Buffalo - Bob Lanier Center for Educational, Physical and Cultural Development

In recognition of the hard times brought on by a long recession, 50 LPP students and five parents collected and distributed food for the needy in time for Christmas.

Suffolk County Community College

"The Liberty Partnership Program at Suffolk Community College appears to be meeting its goals and objectives. However three administrative difficulties were encountered this past year. First, it was somewhat difficult to obtain test results, grades, etc., from local schools. The second problem occurred [because] many school districts were on austerity [budgets] and could not assist with bus transportation for LPP after school sessions and/or to and from community sites. The third problem involved a programmatic difficulty. In all districts, the LPP student popula-



tion changed over the course of the year. Also several BOCES students were not able to remain with the program after local districts chose to end BOCES participation as a cost-cutting measure.

"The school liaisons report both academic and attitudinal improvement in those students who regularly attend LPP sessions. Records show that those students participating in LPP had an increase of five percentage points on the average in their academic performance.

"Special relationships continued to develop between LPP staff and students; these were especially evident during the summer period. Tutors, counselors and mentors, acting as volunteers, visited students during unscheduled times and escorted them to various recreational and cultural events. Community liaisons, acting as volunteers, made home visits and referrals during this period. This provided programmatic continuity during the summer when only 15 students were directly involved in the program."

State University of New York College of Agriculture and Technology at Morrisville

"During the 1991-92 school year, 93 students entered the Program. With so many students, evaluation of academic performance and attendance was difficult to measure. Many students were referred to the program with severe academic deficiencies. Due to the short period of time, it is difficult to measure academic and attendance improvement. However, looking at comments from students who filled out evaluation forms, many of these students who are struggling academically, are beginning to build self-esteem, and confidence. Living in such depressed areas of the county, self-esteem issues seem to be the major problem of many of the students."

Queensborough Community College

"The Project Prize Recognition Ceremony was held on May 29, 1992. There was a skit by students from Tri-County Junior High School 231 and a special Project Prize Rap by students from Andrew Jackson High School led by Debbie Bromfield. The Keynote address was delivered by Mr. Arthur Williams (QCC Class of '78), Mentor Minority Management Association and Area Operations Manager, NYNEX. Awards were presented in many categories honoring the outstanding work and accomplishments of the Project Prize students."

State University of New York College of Agriculture and Technology at Cobleskill

"Outstanding students from nine area high schools were honored at an LPP Recognition Dinner in June at the Best Western Inn in Cobleskill. Students were honored for excelling in academic performance and achieving significant growth in other areas. Receiving Certificates of Recognition were: Alethea Mattice of Berne-Knox-Westerlo; Raul Bastiani and Jeffery Lestage of Duanesburg; Steve Kamma and Mark Reynolds of Gilboa-Conesville; Patrick Wilsey of Jefferson; Karen Depp and Daniel Byrne of Middleburgh; Benjamin Sledge of Richomdville; Lisa Ann Widly and Tiffany Krajewski of Schoharie; and, James McGuire and Tom Moran of Sharon Springs."

Syracuse University

"During this past year, 110 students participated in a summer program at Syracuse University and/or after school programs at the Dunbar Association, Boys and Girls Clubs, and Spanish Action League. Students involved in the summer program demonstrated observably increased understanding of how to use computers, knowledge of the relationship between nutrition and personal health, and an understanding of the additional rules of sport. Several students learned to swim."



State University of New York at Fredonia

"Eleven of 15 seniors graduated. The other four students did not due to extenuating circumstances that did not involve academics. Eight of the 11 graduates plan to go on to college."

The following comments are in response to the question "What did you like best about Liberty Partnership?"

Student responses:

"It helped me with my grades and study habits (21 similar comments)."

"Camping and Computers (50 similar responses)."

"Someone to talk to."

"I got help in my worst subject - Math."

"Math - finally passing my math (6 similar comments)."

"Helping me plan for college (12 similar comments)."

"I like the consideration and concern that the staff had for the students."

"Getting help with family problems."

"It got my grades up."

"No pressure, just concern."

Parent responses:

"The advocate was very helpful, showed concern, and tried to solve family problems."

"My daughter has grown personally because of this program."

"What a worthwhile program."

"It helped us a lot. My son and I loved the program."

"This program works. Hope the funds will be available in the future."

"I thank you for helping my daughter. It is a great program."

"My child has really developed 'people skills' because of this program."

"My son is finally getting some of his work done."

"Liberty is a *very* helpful program - it helps kids who have problems with school."

State University of New York College of Technology at Farmingdale

The following student comments are in response to the question "What do you want to be?"

"A psychologist or a police officer. I want to help people with their problems and be a part of the community."

"A comic book artist. I make up comic strips in my mind and I enjoy it very much. I also like kids, and comic books are a great way to get the message to kids."

"An obstetrician. I want to help children avoid being born with birth defects."

"I want to do something with business or social work. I like working with people."

"A lawyer. I like to defend people. I want to be successful so I can be an example to other women that we can be as successful as men."

"A chef. I like to cook. It's fun to use your hands to make things."

"A football player or a chef. I'm good at football (offensive guard). I also like to cook."

"A business women. I want to work with computers and make a lot of money."

"An architect. I'd like to build cars, houses and do landscaping."

"A sailor. I like the sea and I like boats. I think it would be fun to sail. I'd get to travel. I want to go to maritime school."

"An obstetrician/pediatrician. I'd like to deliver babies and then continue to take care of them when they get older."

"I don't know what I want to do yet, but I want to go to college."

Hudson Mohawk Association of Colleges and Universities

"In the first two years of operating the project, programs and activities focused on motivation and personality development with lesser emphasis placed on developing academic ability and improving grade performance. Staff determined the main priority was to reduce students' personal tension and to foster a better cooperative spirit within themselves for others.

"Consequently, students personal appearance has noticeably improved, they have



taken more of a 'genuine' interest in school, and they are more connected to other LPP students and with their general student population."

Bronx Community College

"Winners of the 1992 Essay Contest on the topic of energy policies in the United States were Maria Udo from Harry Truman H.S. who won first prize and \$50.00. Second place and \$40.00 went to Frank Gilmore of Alfred E. Smith H.S. and third place and \$35.00 went to Leon Tracey also of Alfred E. Smith H.S.

"Honorable mention winners who received \$25.00 included, from Jane Addams H.S., Racquel Garrick and Tondalie Holmes; Tukonya McFadden from Harry S. Truman H.S. and from University Heights H.S., Juan A. Rivera and Nki-Khanh Williams. Congratulations to the winners!"

Pace University

"One of the most joyous stories from LPP at Roosevelt High School has been that of a student who has been in the program for 3 years. She began as an unsuccessful, poorly adjusted tenth-grader, and is graduating this year as an honor role student. She came to tutoring almost every day. She has improved from being uncomprehending of mathematics to really understanding mathematical concepts. During the summer of 1992 she will be attending Hofstra University in the HEOP Program. She has a fully paid four year scholarship."

LeMoyne College

"Certainly, our strongest and most consistent element has been the in-school tutorial program. With the full cooperation of the Syracuse City School District, we have been able to incorporate this tutorial period into the daily schedule of each LPP student and we feel this has made a real difference in the lives of our students. The majority of students who were identified as being at risk three

years ago and who entered our program are still in school and now have a realistic chance of graduating and going on to college or to some other form of postsecondary education/training."

State University College at Brockport - Special Friends Program

LPP students and their mentors joined forces to provide babysitting services for parents who wanted to attend education classes. In addition, the students also did a spring clean up of an elderly person's yard and planted flowers donated by a local nursery. Shannon Gurrslin, an LPP student, received an outstanding youth award from the Genesee-Oleons County Youth Bureau for her community service volunteer work at Median Memorial Hospital.

City College

The LPP project provided a variety of community service opportunities for their students. Students had the opportunity to work in patient care, food service, and clerical as well as other areas at North Central Hospital. Students also participated in tutoring younger students, providing clerical help in the Bronx Borough President's office, serving lunch to the homeless, helping in the reforestation of New York City and assisting therapists and nurses in a hospital setting.

The College of Staten Island

LPP got something extra from one of the mentors this year. Lt. Darryl Linden, a junior officer in the U.S. Navy, responded to his mentee's claim that there was nothing to do in his home community—even the basketball court had been destroyed by vandals and bored young people. Lt. Linden and a group of his friends rebuilt the basketball courts and built swings and monkey bars and sliding boards. The community was very grateful.



State University College at Buffalo

Westwood Pharmaceutical donated approximately \$12,000 in support of a mini high school for the most at-risk LPP students. A real estate investor, who wishes to remain anonymous, donated \$5,000 for an LPP student incentive program. A prominent insurance company, also anonymous, gave \$3,000 for tuition for LPP students taking college courses at the college.

State University of New York at Binghamton

Twenty students and 22 mentors continued to work on their three-year barn building project at the Broome County Fairgrounds in Whitney Point. Additionally, 12 middle and high school students painted a mural on the side of a building in Binghamton's Saratoga Heights public housing project.

Bernard M. Baruch College

A total of eight LPP students took the college's introductory biology course for credit all students passed, with three student receiving As, and one a B.



APPENDIX A

1991-92 LPP PROGRAM AWARDS BY REGION

Region	Amount	Projected No.
LONG ISLAND	Awarded	of Students
Long Island University	122,000	130
Nassau Community College	155,000	150
Suffolk County Community College	145,000	150
SUNY Farmingdale	217,000	250
SUNY Stony Brook	270,100	300
Subtotal	\$909,100	980



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Region	Amount	Projected No.
NEW YORK CITY	Awarded	of Students
Bank Street College	426,100	400
Baruch College	205,000	240
Borough of Manhattan CC	154,000	150
Bronx Community College	145,000	140
Brooklyn College	286,100	400
City College	286,100	275
College of Human Services	166,000	446
College of Staten Island	225,000	270
Columbia University	270,100	350
Fordham University	116,000	120
Hostos Community College	116,000	100
Hunter College	244,000	230
John Jay College	145,000	150
Kingsborough Community College	242,000	240
LaGuardia Community College	209,000	400
Lehman College	329,100	400
Medgar Evers College/ Jackie Robinson	131,000	100
New York University	140,000	150
	251,000	260

Pace University	201,000	140
Queensborough Community College	226,000	260
School of Visual Arts	115,000	210
St. John's University	186,000	300
Subtotal	\$3,014,200	3,505

Region	Amount	Projected No.
ROCKLAND/WESTCHESTER	Awarded	of Students
Iona	100,000	75
Rockland Community College	120,000	120
SUC at Purchase	205,000	240
Subtotal	\$425,000	435

Region	Amount	Projected No.
MID/HUDSON	Awarded	of Students
Coalition for People's Rights	139,000	125
Marist College	115,000	100
Orange County Community College	98,000	60
Ulster County Community College	145,000	100
Subtotal	\$497,000	385

Region	Amount	Projected No.
ALBANY	Awarded	of Students
Centro Civico	157,000	100
Hudson Mohawk Association	290,100	310
SUNY Cobleskill	145,000	190
Subtotal	\$592,100	600

Region	Amount	Projected No.
NORTH COUNTRY	Awarded	of Students
Associated Colleges	252,100	260
Subtotal	\$252,100	260

Region SYRACUSE	Amount Awarded	Projected No. of Students
LeMoyne College	137,000	140
Onondaga Community College	232,000	400
SUC at Oswego	189,000	280
SUNY at Morrisville	109,000	95
Syracuse University	97,000	90
Subtotal	\$764,000	1,005

Region CENTRAL NY/SOUTHERN TIER	Amount Awarded	Projected No. of Students
SUC at Cortland	309,000	300
SUNY at Binghamton	209,000	190
Subtotal	\$518,000	490

Region ROCHESTER	Amount Awarded	Projected No. of Students
Monroe Community College	232,000	295
Special Friends	120,000	100
Subtotal	\$352,000	395

Region BUFFALO	Amount Awarded	Projected No. of Students
Daemen	86,000	100
D'Youville	104,000	70
SUC Buffalo	232,000	240
SUC Fredonia	210,000	200
SUNY Buffalo/	232,000	240
Bob Lanier	291,000	350
Villa Maria	111,000	120
Subtotal	\$1,266,000	1,320
GRAND TOTAL	\$10,320,800	11,601



APPENDIX B

1991-92

LPP FUNDING AWARDS BY SECTOR

Sector SUNY	Amount Awarded	Projected No. of Students
Nassau County Community College	155,000	150
Onondaga County Community College	232,000	400
Orange County Community College	98,000	60
Rockland Community College	120,000	120
SUC Buffalo	232,000	240
SUC Fredonia	210,000	200
SUC Oswego	189,000	280
SUC Purchase	205,000	240
SUNY Binghamton	209,000	190
SUNY Buffalo/	232,000	240
Bob Lanier	291,000	350
SUNY Cobleskill	145,000	190
SUNY Farmingdale	217,000	250
SUNY Morrisville	109,000	95
SUNY Stony Brook	270,100	300
Suffolk County Community College	145,000	150
Ulster County Community College	145,000	100
Subtotal	\$3,204,100	3,555

Sector CUNY	Amount Awarded	Projected No. of Students
Baruch College	205,000	240
Borough of Manhattan Community College	154,000	150
Bronx Community College	145,000	140
Brooklyn College	217,000	400
City College	286,100	275
College of Staten Island	225,000	270
Hostos Community College	116,000	100
Hunter College	244,000	230
John Jay College	145,000	150
Kingsborough Community College	242,000	240
LaGuardia Community College	209,000	400

Lehman College	329,100	400
Medgar Evers College	131,000	100
Jackie Robinson	140,000	150
Queensborough Community College	226,000	260
Subtotal	\$3,014,200	3,505

Sector INDEPENDENT	Amount Awarded	Projected No. of Students
College of Human Services	166,000	446
Columbia University	270,100	350
Daemen College	86,000	100
D'Youville College	104,000	70
Fordham University	116,000	120
Iona College	100,000	75
LeMoyne College	137,000	140
Long Island University	122,000	130
Marist College	115,000	100
New York University	251,100	260
Pace University	201,000	140
St. John's University	186,000	300
Syracuse University	97,000	90
Villa Maria College	111,000	120
Subtotal	\$2,062,200	2,441



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Sector CONSORTIUMS	Amount Awarded	Projected No. of Students
Associated Colleges	252,100	260
Bank Street College	426,100	400
Hudson Mohawk	290,100	310
Monroe Community College	232,000	295
SUC Cortland	309,000	300
Subtotal	\$1,509,300	1,565

Sector CBO'S	Amount Awarded	Projected No. of Students
Centro Civico of Amsterdam	157,000	100
Coalition for People's Rights	139,000	125
Special Friends	120,000	100
Subtotal	\$416,000	325

Sector CUNY	Amount Awarded	Projected No. of Students
School of Visual Arts	115,000	210
Subtotal	\$115,000	210
GRAND TOTAL	\$10,320,800	11,601



APPENDIX C

1991-92 LPP STUDENT ENROLLMENT BY PROGRAM

LPP Program	Total No. of Students July 1, 1991 - June 30, 1992	No. of New Students	No. of Continuing Students	1991-92 Summer 1991 Enrollment*	School Year Enrollment
Associated Colleges	295	141	154	55	266
Bank Street College	397	145	252	126	386
Baruch College	314	172	142	56	300
Borough of Manhattan CC	146	123	23	13	141
Bronx Community College	226	190	36	40	226
Brooklyn College	398	320	78	0	398
Centro Civico	92	17	75	74	74
City College	322	116	206	13	322
Coalition for People's Rights	180	44	136	0	180
College of Human Services	372	202	170	0	372
College of Staten Island	291	15	276	21	291
Columbia University	315	132	183	12	307
D'Youville College	72	51	21	0	72
Daemen College	99	41	58	10	98
Fordham University	162	108	54	0	162
Hostos Community College	100	81	19	13	100
Hudson Mohawk Association	314	88	226	46	314
Hunter College	239	144	95	70	217
Iona College	62	38	24	35	62
John Jay College	177	80	97	42	177
Kingsborough Community College	363	53	310	0	363
La Guardia Community College	418	190	228	31	406
Le Moyne College	147	69	78	0	147
Lehman College	655	198	457	48	655
Long Island University	136	67	69	0	136
Marist College	120	38	82	0	120
Medgar Evers College	90	41	49	0	90
Jackie Robinson	130	88	42	0	130
Monroe Community College	430	343	87	122	416
Nassau Community College	197	130	67	0	197
New York University	287	192	95	0	287
Onondaga Community College	429	109	320	0	429



LPP Program	Total No. of Students July 1, 1991 - June 30, 1992	No. of New Students	No. of Continuing Students	1991-92 Summer 1991 Enrollment*	School Year Enrollment
Orange County Community College	71	23	48	0	71
Pace University	146	48	98	31	146
Queensborough Community College	311	140	171	0	311
Rockland Community College	88	54	34	0	88
St. John's University	310	123	187	181	310
SUC Buffalo	337	255	82	0	337
SUC Cortland	357	64	293	34	357
SUC Fredonia	197	84	113	6	197
SUC Oswego	332	151	181	22	332
SUC Purchase	220	85	135	0	220
SUNY Binghamton	201	27	174	173	201
SUNY Buffalo	320	130	190	24	320
Bob Lanier	993	660	333	0	993
SUNY Cobleskill	259	60	199	41	259
SUNY Farmingdale	299	100	199	14	299
SUNY Morrisville	148	93	55	38	138
SUNY Stony Brook	255	88	167	52	250
School of Visual Arts	240	99	141	38	228
Special Friends	128	20	108	10	128
Suffolk Community College	160	10	150	15	160
Syracuse University	110	81	29	34	93
Ulster County Community College	127	24	103	0	127
Villa Maria	156	97	59	47	116
Total	13,740	6,282	7,458	1,587	13,522

*Summer enrollment figures are from the 1991-92 LPP Interim Reports submitted November 1, 1991.

NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12230

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